PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

MAY 2 3 1928

"The Call for Moses," page 611.

Journal of EDUCATION

BOSTON, MASS.
Vol. CVII, No. 21

May 21, 1928

TEN CENTS A COPY
BY THE YEAR, $3.00

NEW Books for Elementary Schools

The Strayer-Upton Arithmetics

By GEORGE DRAYTON STRAYER, Ph.D., *Professor of Education*, and CLIFFORD BREWSTER UPTON, A.M., *Professor of Mathematics, both of Teachers' College, Columbia University.*

Lower Grades, $0.72 Middle Grades, $0.76 Higher Grades, $0.84
(Two-Book Series and Six-Book Series in Preparation)

THIS new three-book series incorporates the most valuable findings of modern research in the teaching of arithmetic. These books meet the demands of the most progressive teachers, and the most recent course of study.

Newmayer and Broome's Health and Happiness Series

By S. WEIR NEWMAYER, A.M., M.D., *Supervisor of Medical Inspection of Public Schools, Philadelphia,* and EDWIN C. BROOME, Ph.D., LL.D., *Superintendent of Schools, Philadelphia.*

The Play Road to Health.....$0.64 The Way to Keep Well.....$0.84
Health Habits ..... 0.72 The Human Body and Its Care.. 0.96

THE stories, plays, and anecdotes in this new series make the practicing of good health habits genuinely attractive to children. The first two books have delightful pictures.

Carpenter's Ourselves and Our City

312 pp. Illustrated. $0.92.

A CIVIC reader for the fourth or fifth years in which the *Journey Club* children observe, in person, everything described in the book. The earlier books of the *Journey Club* series are: *The Foods We Eat, The Clothes We Wear, The Houses We Live In.*

Foresman's A Child's First Book of Songs

98 pp. Illustrated. $0.52.

THE songs in this delightful little book for beginners have been chosen for their power to develop musical feeling. Many of them are charming folk tunes.

Hunt's Progressive Word Studies

Complete Book .....$0.60 Fifth and Sixth Grades.....$0.28
Primary Grades ..... .36 Seventh and Eighth Grades.... .32
Intermediate and Advanced Grades....$0.40.

THIS series covers not only spelling but instruction in the meaning and use of words, pronunciation, synonyms, etymology, etc.

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

"I have received the copy of Mercier's JUNIOR FRENCH, in my opinion one of the outstanding contributions to the teaching of French in the last few years."—ALBERT L. CRU, *Assistant Professor of French, Teachers College, Columbia University.*

JUNIOR FRENCH

By

LOUIS J. A. MERCIER

Associate Professor of French

Harvard University and Radcliffe College

Both pupils and teachers are expressing enthusiasm for JUNIOR FRENCH, because the lessons are closely related to the life of the pupil, the material is limited to an amount that can be thoroughly assimilated, and the Oral-Self-Expression method permits adequate exercise in using French.

SILVER, BURDETT AND COMPANY

New York Newark Boston Chicago San Francisco

SCHOOL TRAINING OF GIFTED CHILDREN

By HENRY HERBERT GODDARD

Professor of Abnormal and Clinical Psychology
The Ohio State University

This book shows actual schoolroom procedure in the special education of gifted children. It is a report by a competent observer, one who for five years studied the work being carried on so effectively in the schools of Cleveland. It is the first account in book form of such a complete experiment.

Dr. Goddard describes classes actually at work and explains the many problems which have been met. Phases of education that concern all children are illuminated. Emphasis throughout is on enrichment rather than speed.

This is an evaluation of the ideals, purposes, and methods of a new educational regime. It should prove profitable reading for every student and teacher who is seeking more efficient and satisfactory methods in education.

Send for further information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

DR. B. R. BUCKINGHAM

You know these two educators and what they have done to put the teaching of arithmetic on a sound, scientific basis. Do you know the books which embody their research —

DR. W. J. OSBURN

THE BUCKINGHAM–OSBURN SEARCHLIGHT ARITHMETICS

A complete new series, meeting the most exacting modern requirements for distributed practice, step-at-a-time development, problems built on pupil-interests, provision for individual differences.

Boston Chicago Atlanta Dallas Columbus San Francisco New York

GINN AND COMPANY

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR MAY 21, 1928

EDITORIALS:—
Avoiding Jolts 603
Character Education in Boston 603
Max Mason Resigns 604
Important and Significant 604
Society for Experimental Education 604
Tourists 605
Chicago Superintendents 605
Wide-Awake Duluth 605

BELDING'S PAGE 606

SUPERVISION OF RURAL SCHOOLS 607
By J. C. Webb

KEEPING AFTER SCHOOL 609
By George H. Sanberg

CHARLIE, THE BAKER, ON "EDUCATION" 610
By Marian L. Gill

THE CALL FOR MOSES 611
By Howard R. Driggs

DO WE TRAIN FOR MATURITY? 612
By Richard K. Morton

RUG MAKING IN THE NEAR EAST 615
By Fred W. MacCallum

SCHOOL PROBLEMS 616

A NEW WAY TO CANCEL 617
By Emeroi Stacy

KEEP YOUR OWN MACHINERY FIT (Poem) 617
By John Kendrick Bangs

CHARACTER CHATS 618
By Joseph B. Egan
Little Patience 618
The Golden Reed—Part I 618
The Golden Reed—Part II 618
Professor Squirrel 619
To the Dandelion 619

IF— (Poem) 619

EDUCATION IN ACTION 620

TREND OF THE TIMES 623

THE BOOK TABLE 624

GRINS BETWEEN GRINDS 625

WHAT FOR? 626
By Louise Chapman Hotchkiss

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Avoiding Jolts

OHMAGE is the measure of the resistance that must be overcome before the voltage of power can be measured. Ohm immortalized his name when he established units of measure for resistance to be overcome before voltage can be measured.

A few years ago Dr. R. W. Corwin, chief surgeon of the Colorado Fuel and Iron Company, installed the incline system in the new hospital at Pueblo. It was intended to save the jolts to patients as they were carried up stairs, and the jar inevitable in the starting and stopping of elevators. Now practically all new hospitals have the incline system.

All of this overcoming of resistance to painlessness results from Dr. R. W. Corwin's seeing an incline, only seven feet long, built several generations ago to relieve one of the ancestors of the late German Emperor from the jolt to his gout in being taken up a short distance.

Now schools, public halls, new auditorium buildings use inclines universally, and of late churches are using inclines for all second-story rooms.

It is a bit humiliating that religion was the last to overcome the resistance to comfort in public service, but at last it is resisting the traditional jolt of the stairs.

In hydro-electric power the service of Ohm is recognized in the universal use of ohmage. Since all this benefit in hospitals, schools, auditoriums and churches is traceable to a German emperor's gout why not characterize the present age of the incline as the "Goutage" period of civilization?

Character Education in Boston

THE high school principals of Boston have prepared a remarkable booklet on "Character Education in Secondary Schools." In several respects it is the most valuable treatment of the subject that has been published.

It is prepared for use in the schools of Boston, and the high school principals say they have endeavored to prepare a suggestive, workable plan of procedure. "It includes the factors involved in the proper conduct of this important work of developing right attitudes in the youth of the city, and is an attempt to formulate a plan by which specific worthwhile qualities of character may be developed through definite life situations. The development in the individual pupil of a good character which shall rightly shape and con-

trol his conduct in and out of school, and throughout his later life, is an educational task of no mean order. No plan, however well conceived and organized, will, of itself, bring about the desired result. The successful achievement of this great objective can be secured only through the loyal, painstaking, and intelligent co-operation of every teacher. The teacher must make all the life of the school, the teaching of every subject, the dealing with all matters of discipline, the atmosphere and spirit of the school, count for good moral education. The teacher must realize that the work of character education is a practical everyday matter demanding constant attention and practical wisdom in its conduct. And to the degree that the teacher measures up to this ever present responsibility, to that degree will the success of this character program be assured."

These Boston principals, locally styled "headmasters," out of respect to tradition inherited long ago from England, are men and women of exceptional training and rare personality, and they have devoted adequate time to the consideration of all phases of the responsibility of the school, its principal, the heads of departments, and of all teachers for the creation of character training in youth that will stabilize conduct through life.

Rarely has any high school principal of Boston been diverted from his noble calling, and even more rarely has one diluted his professional zeal by meddling with affairs other than that of masterful leadership of high school boys and girls. These principals are men and women of the ability of college professors and are so regarded by their students, by their teachers, and by the community. They are ardently devoted to their high calling and are not restlessly impatient to gratify other aspirations.

In Pendleton, Oregon, a father was sentenced to eight months at the State Penal Farm and a fine of $500 for whipping his daughter, eighteen years old, with a belt. He said he thought a father had a right to whip his own child. He will know better in eight months and has paid his fine.

Max Mason Resigns

THE academic world was shocked by the announcement that the president of the University of Chicago had resigned after little more than two years in administrative service. There is no suspicion that there has been any friction between the president and students, faculty, directors or students. There has been no criticism in the press. Everything on the Midway was eminently satisfactory when, out of a clear sky on a fair day, came the startling announcement that the president, Dr. Max Mason, had resigned as president of the University of Chicago, and was to be head of the new division of Natural Science of the Rockefeller Foundation, New York.

Evidently the administrative duties of a university under the most favorable conditions are not always attractive to a man of scholarly tastes who seeks a mission of service for humanity.

It would be refreshing to have a stereoscopic view of the mental action of Dr. Max Mason during the years from the time he left the University of Wisconsin, where he had been a professor since 1908, to the time when he decided to devote his life to the administration of a division of the Rockefeller Foundation of Natural Science.

One would think that a great university with everything available for study would be a great opportunity for the study of natural science from the human side.

The Metropolitan Life Insurance Company, New York, the greatest agency in America for the scientific and popular promotion of public health, is furnishing health films free—except for cost of transportation, which is slight. Already these health films have been shown in 6,000 motion picture theatres, and have been seen by 8,000,000 persons.

Important and Significant

COLUMBIA University and St. Stephen's College—Episcopalian—ninety miles apart, are so closely allied that Nicholas Murray Butler will confer the degree upon the graduates of St. Stephen's College as of Columbia University.

St. Stephen's College will be limited in size to two hundred and fifty students. It will accept and retain only those undergraduates who show exceptional ability and intellectual earnestness and will make its aim achievement for a picked honors group. It will as little as possible use lecture methods of instruction. It will exempt all capable upper classmen from classroom exercises and enable them to go as far as and as fast as they may desire under the individual guidance of competent tutor-professors. It will stress extra-classroom contacts of teachers and students. It will have its own athletic program and activities, definitely subordinated to intellectual achievement, and with no football. It will reduce student costs to the lowest limit consonant with efficiency. All of its students will live together in dormitories, with uniform comfort and close contacts.

Society for Experimental Education

THE third annual spring conference of the Normal Schools and Teachers Colleges section of the New York Society for the Experimental Study of Education was attended by state commissioners of education, city and country superintendents, presidents of state teachers colleges and normal schools, principals of city training schools for teachers, training school and demon-

stration teachers, principals of high schools, vocational guidance directors and training school advisers as well as officers and delegates from the student bodies of the teacher-training institutions.

One session was devoted to the consideration of what is involved in the selection of candidates for admission to teacher-training institutions. One session was given over to the consideration of what is involved in the professionalization of the curriculum in teacher-training schools, and one session was concerned with the consideration of "Problems of Student Life in Teacher Training Institutions." Dr. Ambrose L. Suhrie of New York University was chairman of the conference.

Tourists

THE tourist business is wholly under-estimated. Minnesota made a careful study of the business in that state in 1927. Nearly a million-and-a-half—1,440,000—tourists went to that state and spent $82,000,000 in the state. These figures will be greatly increased this year, as there are many large conventions to be in session there. It is likely to be a greater industry this year than wheat-raising, and it will make no Congressional disturbance.

Chicago Superintendents

NO REFERENCE to the recent notoriety of the schools of Chicago can be intelligent that fails to view the ups and downs of educational administrations of the last half century.

George Howland made Chicago one of the first cities professionally in the United States. No city superintendent, not excepting William T. Harris, has ever written a nearer classic book on education than did Mr. Howland, and the principals and teachers came as near idolizing him as have teachers in any city to worshiping at the shrine of its superintendent. To this day the "George Howland Club" of Chicago ranks with the William T. Harris Club of St. Louis. There is nothing approaching this in length of professional appreciation of a city superintendent.

Albert G. Lane gave the city a more genuine and general national personal reputation than any other superintendent has given any city, with the exception of Dr. William T. Harris and William H. Maxwell. He was not only always officially prominent in the affairs of the National Association, but he rescued it from disaster by the most heroic attitude that any one has ever been called upon to assume. His administration was relatively peaceful at a time when Chicago was not marching under the banner, "Blessed are the Peacemakers."

Mrs. Ella Flagg Young's administration was one of the most remarkable city administrations in American history, and the remarkable feature of this is the fact that it ran counter to the tendencies of educational leadership of the times. She not only had a great administration, but she achieved it with more ohmage, to use the phrase of the day, than any other superintendent has had to overcome.

Superintendents Howland, Lane and Mrs. Young's coming and going were in no sense hectic, which is clear demonstration that Chicago can do a good thing in a good way sometimes.

E. Benjamin Andrews was a great man, nationally appreciated as president of Brown University, and he was brought to Chicago by the mayoralty administration confident that he would immortalize the city by giving it a famous school system. For some reason that it is needless to go into in this there was complete failure.

Edwin G. Cooley was elected to create a reformed school system, rescuing it from all taint of any politics but that of the "elect." The failure to achieve what he came to achieve was one of the tragic chapters in American educational history, and the effect of that tragedy is involved in all subsequent administrative troubles in the city.

The experience, complex and indescribable, resulting from the election of Dr. Charles E. Chadsey, who came from eminent success in Detroit, was in no small degree reaction from the closing years of Mr. Cooley's administration.

The administration of Superintendent Shoup was a comfortable breathing space, as Mr. Mortenson's promised to be.

All the complications, real and imaginary, of a quarter of a century were involved in the experiences of the years 1926 and 1927, and it is impossible to untangle them. We have probably been closer to school affairs in Chicago for the last forty-two years than has any one who has never lived in Chicago and has had no personal interest in any of the issues involved, and I have firm faith that some time, in some way, there will be educational and professional peace and prosperity in Chicago.

Wide-Awake Duluth

DULUTH is not primarily host to the thousands of school men and women who will visit the Northwest in July, but she will do several things in royal fashion.

For illustration, she will entertain the State Commissioners of Education and their wives from Thursday to Saturday, June 28-30. They will be entertained in Duluth, will be taken in de luxe machines all through the Range Country, will see the best high school plant in the United States, will see all kinds of mining of iron ore in the Range Country, and will breathe the enterprising atmosphere, educational and industrial, of St. Louis county, far and near.

Belding's Page

MOUNTING COSTS

IF THE cost of public instruction in this country has doubled in a decade, it is a sign that the public is at length paying more nearly what it ought to pay for the education of its children.

The portion of the public which does the kicking is divided into two groups. The first group just naturally grumbles any way. The second group is composed of intelligent folks who, while believing thoroughly in the value of education, are startled at its suddenly mounting costs and are honestly wondering whether the money is being administered wisely and economically or wastefully.

Educational leaders should themselves be just as much interested in the elimination of waste as is any one else. Boards and superintendents may not in all cases have grown with their jobs. Too much emphasis may sometimes have been put upon the outward shell of education, and too little upon the inward kernel. There may even be something in the talk about "fads," though usually when it comes to a showdown the critical citizen doesn't know what he would cut out if he had the cutting to do.

The limit of what can be profitably invested in public education has by no means been reached yet. But the way to get more money for the schools is to make sure that what they are now getting is spent to the best advantage.

FRESH STARTS

THE late President Eliot used to say he was sure, from his experience as an educator, that there would be opportunities for fresh starts in the future life or next world.

But not every educator recognizes the reality or importance of fresh starts in the school life of children.

The principal of a senior high school visited a junior high school in the same town, the other day, and talked to the students about the courses lying ahead of them. The academic course, he said, was for none but the pupils who had been able to gain A's or B's in the junior grades. Others would be unable to keep the pace. They might become discouraged and drop out. Their presence in the classes would retard their brighter comrades. Getting ready for college was for none but the swift of intellect. And so on.

Excellent advice in general, perhaps. But how does it fit the boy or girl who is just awakening to a better use of mental abilities? How does it fit the student who has been indifferent hitherto but has resolved to "brace up" and do something in the new course, under more inspiring leadership, and with the hope of going on to college? It doesn't fit at all.

Four out of five pupils may pursue the even tenor of their ways through ten years or more of schooling. But others there are who arrive at stages where they are capable of spurting; where they are ready to make fresh starts if they are encouraged to do so. Any automatic weeding out of the unfit without consideration of the newly awakened minds, powers and ambitions, is blind guidance.

Limited facilities force colleges to make selections in advance of admission. Let us hope the high schools will not imitate the colleges too closely in this, as in so many other aspects of their social and instructional programs.

CRANK IN FRONT

AN occasional feature of a certain classroom has been a "joke period." Boys and girls have been allowed to bring in funny stories and relate them to the class. Of course there is always the danger that some of the stories will be of a low order if the teacher does not hear them in advance and censor what is undesirable.

The joke that wrecked the experiment wasn't the sort you would expect to do it.

A pupil merely asked: "Why is a schoolroom like a Ford car?" As nobody could guess, he answered it himself: "It has a big crank up in front and a lot of little nuts behind."

How did the teacher take it? She colored and grew angry. Evidently she regarded it as a personal affront. At any rate, she donned the coat, and proved to the satisfaction of her class that it fitted her. The "joke period" was then and there abandoned.

The strange thing is that a teacher so lacking in good humor should ever have invited her pupils to bring in jests.

PAINT

A TEACHER of English in a certain university had directed that themes be handed in by midnight. All but two arrived on schedule. In class the next day the professor noted two additional themes on the pile, with a sign saying, "Beware of Fresh Paint."

It is a physical impossibility to be severe under some circumstances.

Auson W. Belding

Associate Editor.

Supervision of Rural Schools

By SUPERINTENDENT J. C. WEBB
Portland, Indiana

IN DISCUSSING this question it is well for us to realize the various types of rural schools in existence at the present time. Every one is aware of the fact that the great majority of rural schools in this country are antiquated district schools.

Although there is little or no reason for the existence of many of these, it is nevertheless true that many of them will remain for some time to come. For many of the one-room one-teacher schools which evidently should not now exist there is a question in my mind as to whether it is wise to always make an attempt to revitalize them or not. I believe that extermination is better treatment in the case of most one-room schools. It is a moral question as to whether it is right to knowingly waste money, time and energy on some antiquated one-room schools which still exist for no other reason than that some trustee, whom the legislature has given almost autocratic power, gave his pre-election promises to maintain such schools regardless of the type of work done or of the cost. An ex-state superintendent of Indiana schools tells of having visited a one-teacher school with only *two pupils*. I have been told of two one-teacher schools in other states of only *one pupil each*. I have visited two one-teacher schools with only three pupils. The per capita cost of seventeen one-room schools in New York state in 1922 ranged from $101.13 to $762.00. The average attendance of the seventeen schools ranged from *one* to *eleven* pupils. In a one-room school visited this year we found that the daily program called for 39 recitations—less than ten minutes for each recitation. Does anyone doubt that such conditions should be changed?

Such practices ought not to be tolerated, anywhere, but until there is a somewhat radical change in the system, toleration will be necessary.

This being true, provision should be made for better supervision of such schools, though it be extravagance personified to permit some of them to exist. There may be one redeeming feature brought about through better supervision and better teaching. It is possible to make "Brown Mouse" schools out of one-teacher schools of twenty or more pupils. This, in turn, will have its influence in developing strong public sentiment favorable to better schools.

I shall suggest a few methods and plans for rural supervision which are being practiced in various places in this country.

The most general plan for rural supervision is by means of a county superintendent of schools. Throughout the country, county superintendents have done much, even though some people do not appreciate the importance of what has already been accomplished. Also in spite of the fact that some county superintendents are poorly prepared.

But generally it is not possible for a county superintendent to spend much time in supervision. There, no doubt, should be much better provision made for rural supervision. Already this movement has started. In some places special supervisors of special subjects are employed to both supervise and, in part, teach those special subjects in each of the district schools of some particular section or part of the county. The regular teachers of such schools are expected to co-operate with this itinerant teacher-supervisor and to carry out specific directions at times when the supervisor is elsewhere. Some of the subjects thus taught are music, art, home-making, and agriculture. This work is necessarily less efficient and more expensive because of difficulties in gradation, and because of small classes, and again because of duplication of work, and because of having to purchase outfits of various sorts for each of the one-room schools. In some places the regular supervisors of city schools look after the work of those rural schools which are in the same township and which are a part of the same school unit. Greencastle, Indiana, has a modification of this New England plan. It works well.

While this type of rural supervision is not most satisfactory, nevertheless, when it is well done, it helps to create a public sentiment favorable to better schools. The people soon see the effect of this special work. Unbiased intelligent observers cannot help but see superior work done in Johnson and Lagrange counties, Indiana, during the next few years because of better supervision being provided under the direction of the State Department and the Rockefeller Foundation. Work in music will manifest itself in the singing at the country church. Art will manifest itself in various decorations and plans of and about the home and in better ideas of dress on the part of the children. Agriculture will cause the boys to show an active interest in farm gardens, in animal husbandry, in crops and in soils.

After public sentiment is created the great present-day need is that it have proper guidance in order that a second great waste may be avoided by preventing unprofessional inexperienced men with unlimited power from making an unwise, incorrect solution of the problem. The unlimited power should be taken from such incapable men

or from such an incapable man who certainly knows very little about the business. The one-trustee system is responsible for Indiana conditions, which are ridiculous.

Another type of rural supervision is one in which a special supervisor looks after all the regular work of the schools of a certain unit of school organization. The aim of such supervisors is to see that in the main the course of study is vitalized.

This type of supervisor may have the whole county as the unit, and may be known as the assistant of the county superintendent, whose exclusive work should be that of rural supervision and rural administration. For efficient work this plan is not entirely satisfactory because the unit is entirely too large for that number of workers. In other places several assistant county supervisors have been provided. This plan is a good one. However, care should be taken in order that the unity of the whole school organization is not destroyed by such a plan. The assistant supervisors should be responsible to the county superintendent and to the board which appoints the county superintendent and not to a board entirely independent of either, as was the case in a Northwest territory state a few years ago. Organization should be such that the whole system is an organism with one executive head. An educational board of five public-spirited citizens working with this executive will be more apt to meet public educational needs than will a single many times partisan township trustee who has almost unlimited power, and at times a narrow view of education. Larger units with greater and more intelligent administrative and executive power are absolutely necessary to have economic educational efficiency in rural schools.

In the comparatively few places where small district schools must necessarily be not *less than six or eight square miles* should be the standard unit for the minimum size of a district. By such changes in the size of the ordinary district from *one-third to one-half* of the one-room one-teacher schools of the county would be eliminated. (Some counties as a whole have a *one-room school for less than three and one-half square miles.*) As a result fewer teachers would be employed and more supervisors and helpers could be had at less per capita expense. Great improvement could thus be made in the one-teacher schools of the country. The course of study could be vitalized. The school buildings could be made more sanitary and more commodious. Basements and attics of new buildings could be made useful. Assistant teachers and supervisors could have convenient places for work in such buildings.

The children could also have better opportunities for indoor work and for physical culture and play.

Such improvements would be of educative value to the people, and would ultimately lead them to take new interest in rural life and in rural activities. The one-room one-teacher school would be suddenly transformed into a two-room two-teacher or a three-room three-teacher school, of which the whole community might be students, in the short-courses at least. With the aid of supervisors such schools could more easily be made into community centres.

However, the *best opportunities* for *effective rural supervision* are *found* in the *country consolidated schools.* Such supervision may be provided in two ways.

First, by employing teachers who are especially prepared for the teaching and for the supervision of certain subjects, or departments. These teachers spend all their teaching time in the one consolidated school having several hundred pupils. The principal of the school has several hours off each day for general supervision, and is subject to the direction and advice of the county superintendent. In addition county supervisors may help out in the work.

The second way of arranging for the supervision of consolidated schools is by employing supervisors of the work of a larger part of the county, and by having them visit various schools. These schools may even be in different counties. In the main there is an advantage in having the teachers and supervisors located in one particular community, although we are sometimes able to obtain better talent by the other plan.

No doubt the teacher who remains in the community can become better acquainted and consequently can render better service. Such a teacher does not have the question of every-day conveyance as a practical problem or as an additional expense. Sometimes it is not possible to obtain a conveyance at a reasonable price. On the other hand board and room in a country community is just as big a problem as that of conveyance. In rural communities we now have parsonages. In some places in this country communities have teacherages and janitor-ages. Public sentiment in some rural communities is such that the people take pride in making adequate provision for their children and their teachers. With rural conditions much more satisfactory in this respect it is possible to obtain the best of teachers and supervisors in rural communities.

One of the essential factors of rural supervision is that of proper administrative organization.

As in the army, there must be a general, so, in rural supervision, there must be an administrative executive and chief, who has power to control the situation, and to direct the whole movement by means of lieutenants who in turn are responsible to him. Certainly the administrator should be one who is a well-trained leader and who has a good

understanding of education and of educational systems.

The chief and all his subordinates should have qualifications adequate and appropriate for the work they attempt to do. Supervisors' certificates should be required. Not less than six years' training beyond the common schools is, I think, not too high a standard for teachers who take up this important work. Certainly inexperienced novices should not be allowed to blindly and ignorantly jeopardize the future of promising boys and girls by preventing them from obtaining the best possible education.

One of the principal characteristics of a good teacher is leadership. We should not ignore the fact that one who is fitted to be a supervisor must not only be a leader, but must be a leader of leaders. Such supervisors should have training which will insure the confidence and enlist the support of teachers and of the public in general. They should have a knowledge of communities and of community life which would enable them to put the oil where the squeak is. Above all, they should have a consciousness of the value of boys and girls, and should lead teachers and the public to a realization of that value.

They should know and be able to prove that children are more valuable than farms and that farmers and their families are of much greater value than the stock on the farm or than the farm itself.

In rural school administration provision should be made so that supervisors can have time for conferences and for professional improvement. County superintendents should not be forced to remain tied to official duties of a clerical, routine nature every day in the year. He should be given the opportunity and means of obtaining training and knowledge necessary for the greatest efficiency in his work. He should be given ample clerical help, and his traveling expenses should be provided. His salary should be in harmony with the possibilities of his work.

The idea that the rural-life, rural-school question is one of the great problems of the present day should be more generally known. Also the idea that the country is an ideal place for the best of schools should be impressed upon people's minds in a way that they will remember it.

It should also be well understood that the people who work on the rural-life, rural-school problems are not simply holding jobs, but that they are professional men working in a business second to none, when the beneficent opportunities of the development of children are taken as a basis of measurement. Superintendents and supervisors should realize that they and their helpers are working with promising children for whom society is willing to give its greatest contributions. They should also understand that the wave of democracy has reached so far in this country that we are now ready to say with William Hawley Smith that: "All the Children of All the People" are entitled to head, hand, heart, health and habit education and training.

They should also understand that in order to bring this about "All the People of all the Children" must take part in the educational process.

Keeping After School

Are we teachers unfair and unreasonable in keeping pupils after school? I have had this question raised recently by parents. I was unable to defend with enthusiasm the teachers involved, as it seemed to me that they were not using good judgment under the circumstances. It looks unfair to me to keep a whole class after school because quite a number of the pupils fail to recite. I cannot blame a pupil who has prepared his work reasonably well for resenting being kept after school for the failures of others. If on the other hand, all the class failed, then I feel that we should look for the cause of the trouble somewhere else than among the pupils. Keeping an entire class after school should be as rare an occurrence as inflicting corporal punishment for failure to make a recitation. Teachers deserve great commendation for the work which they do after regular school hours to assist pupils who need help for various reasons; but in the instructor's eagerness to have her classes make progress, she should be sure that justice is done to pupils who are not in the failure group. To be kept continually after school to make up work cannot help creating a dislike for the subject which will be carried over into after life, and may defeat largely the very purpose for having the student pursue the course.

—George H. Sanberg, Superintendent, Rochester, Minnesota.

Charlie, the Baker, on "Education"

By MARIAN L. GILL
Brooklyn, N. Y.

AS I WAS sitting on my front porch the other evening, Charlie, the Baker, came riding by on his bicycle. Although he has not baked for the last ten years, now that the city delivery trucks bring their thousand and one loaves to our doors, we still call him "Charlie, the baker," and the wicker box in which he used to deliver his bread and rolls is still fastened to the front of his bicycle.

Some folks say that Charlie is crazy; others believe that he is not quite that, but think that his brains are just a little bit addled, like an egg which has been left too long in the nest.

"Hullo," said he in a tone of surprise, dismounting, resting his bicycle against a tree, and sitting down on our porch steps. "Hullo! I ain't seen ye the whole summer. Where ye been?"

I remarked that I had been going to summer school.

"Summer school! Seems to me ye been goin' to some kind of a school ever since I first knew ye. To be sure, ye ain't as old as I be, but ain't ye through bein' educated yet?"

I told him that I had seen many men of his age at summer school.

"Is that so? I never knew people as old as me went to school. Still, there must be a lot in them there books that I don't know. It's funny, now I got sense, and want to learn something, nobody wants to educate me no more."

Charlie bent, pulled a piece of "sour-grass" from the clover at his feet, and began to chew it reflectively.

"But I've learned a lot sence I been a janitor down to the schoolhouse here. While I was a washin' off the blackboards one night I sez to the principal, sez I: 'Where would I have to start if I come to school to learn again? Would I have to start way down in the Third Reader, where I was when I stopped? I wouldn't want to pass more than one season down there with all them little kids.'"

"What did she say?" I asked.

"She sez: 'Charlie, I don't believe ye could get from the third grade to the eighth grade in one season. I don't believe ye could take it all in.' Mebbe I couldn't take it all in, but I could take in a lot more now than when I did go to school."

Charlie took out his jack-knife and began to whittle one of the curious toys with which he supplied the many children of the town, while the chips flew right and left like wooden snow-flakes.

"Some folks say I'm crazy. I ain't crazy. I got thoughts. I got the thoughts all right, but I don't always know how to say 'em."

I remarked that this was an affliction from which I, too, suffered.

Charlie went on: "Words! What's words anyways? I know a lot of words; long ones, too. The trouble with me is, I don't always put the right word in the right place."

O consummation devoutly to be wished—to put the right word in the right place!

"Words! Words is queer things. Ye know if ye read a hundred words and get ninety-nine of 'em right, all the people a-settin' out in front ain't a-payin' any attention to them ninety-nine words ye got right. No; they're all a-rememberin' that one word ye got wrong. Ain't it so?"

I agreed to this sad criticism of human nature, and asked Charlie where he was working, now that the district school was closed, and his janitorial duties temporarily suspended.

"Ye know this new speed-way for autos up near the Lincoln Highway? While it was bein' built I sez: 'Charlie, ye might as well be up there a pullin' in some a that money as well as all these here Eyetalians and Polacks. Of course, I ain't a carpenter, but I built a corn-crib onct, and I got *some* brains. So I went up to the boss, and sez: 'Gimme a job. I ain't no carpenter, but I'm a real good hammer-and-saw-man.' He sez: 'How much do ye want?' And I told him: 'Don't worry about the money. Ye just give me what I'm worth.'"

"Did you make much?" I asked.

"Make much?" ejaculated Charlie, "I was a real good hammer-and-saw man, but when I looked in my pay envelope at the end of the week he give me thirty cents an hour, that's what he give me; just like all them Eyetalians and Polacks that was only a-haulin' dirt. So I quit."

"No wonder," said I.

"Yes," agreed Charlie, shrewdly, "but if I'd had an education I wouldn't never a had to been no hammer-and-saw man. I'd a been that boss who was handin' out them pay-envelopes, and countin' up them thirty cents."

"Yes; if ye got an education ye can be more independent. Not always, though. Ye know my brother-in-law, Joe?"

I nodded.

"Well, he's a real well-educated man. You'd think, knowin' all he does, that he'd be more independent; but he ain't any more so than I be. His wife and his sisters is all the time a-peckin' at him. I sez: 'Joe, stick up for yourself. Defend yourself. Ye got brains and education; use 'em.'"

"Did Joe take your advice?"

"Him? He was as soft as my bread-dough. His education kind a all leaked away from him, just when he needed it the most. I sez: 'Joe, ye certainly got a lot of brains in your head, why

(Continued on page 614)

The Call for Moses

The May 7 issue of the **Journal of Education** brings from Doctor McKeever a ringing call for Moses. And with it the pointed question: **What is the next step in education?**

Here is a clear keynote that should swell into a chorus of voices of earnest teachers who are praying for someone to lead them out of the wilderness of pedagogical theories and vagaries, and set their feet towards the Promised Land where schoolroom practice and sound educational philosophy may work together in peace.

We have been liberated from the bondage of tyrannical formalism. We have sung our hallelujah song of triumph over the sinking of Pharoah and his host of drill-masters in the depths of the sea. And now, our first outburst of enthusiasm for better things waning, many there are who are secretly yearning for a return to the grinding days of Egypt. There are those, too, who, forgetting the inner meaning and purpose of all our struggle, are setting up a "golden calf" as the symbol of worship in education.

Surely a clear call is needed if the vantage ground already gained through the consecrated lives of Socrates, and of Jesus of Nazareth, and the leaders of a later day—Rousseau, Froebel, Mann, Parker, Harris, Hall, and their devoted disciples—shall not be lost. We do need a new Moses to come down from Sinai to bring us the plain words of the Master of all teachers and to lead us on to a fuller realization of these words in our everyday procedure.

The call of the hour is not for more pedagogical preaching, but inspirational practice. Teachers are wearied with bewildering theories and impracticable courses of study. The demand of the day is for a simple re-statement of the basic things in education; and a good working plan of action that will enable even the humblest teacher among us to bring the fundamental truths of educational philosophy down to earth.

Flashing across the thunder-laden clouds that obscure the mountain tops, we have caught occasional glimpses of the light of these truths. What we are pleading for is someone who, like Franklin or Edison, can not only interpret these flashes for us, but also give to us the practical means for transforming the educational electricity that has been generated, into usable light and heat, and power; who can devise, if you will, appliances which, like the incandescent lamp, will help us to radiate with beneficent influence these mighty educational forces into the daily lives of our pupils.

We echo with full heart the ringing call for such a modern day Moses.

HOWARD R. DRIGGS.

School of Education,
New York University.

Do We Train for Maturity?

By RICHARD K. MORTON

Boston, Mass.

MY DICTIONARY defines maturity in the following terms: "brought by natural process to completeness of growth and development; fitted for growth and development for any function, action, state, appropriate to its kind." This definition obviously opens many fields of discussion. It is well for us to remember that the shadow of the present is constantly being cast, in the minds of students, upon the future. Whatever pedagogical triumphs we may win, and whatever qualities we may impart to the personalities of our students, our work is poorly based if it does not seek, above all, to bring about real maturity in the spiritual (broadly conceived) and intellectual life.

Schools should train students for any function, state, or action befitting their coming status as intelligent, reliable, trained, and progressing human beings. How can we go about this training? By making as careful a study of the *nature and legitimate tasks of a human life* as we should of any difficult subject on our curricula. By studying *what the greatest values in the world are,* and how some outstanding men have given much to the world after they have discovered these supreme values. By correlating in the students' minds and experience the learning which they absorb. We seem implicitly to follow the method of *segmentation* in modern teaching. The curricular courses are the methods of division. Through their studies —which consist of four or five units or segments of subject-matter—these students are expected, in some automatic or mystical way, to correlate their acquired learning into an adequate, practical, symmetrical, and constantly expanding whole. Under this improvident method the very increase in course material and in aggressive teaching becomes an agent of confusion and of inefficiency. A little unco-ordinated learning is a dangerous thing for all the other elements which comprise the growing personality. By following, moreover, an eclectic method, which not only points out all the essential points in a subject from one viewpoint, but also points out the essential and true values of many points of view and shows wherein each of these will help a young mind to increase its knowledge, to develop character, and to arrive at a higher level of thinking and living which will bring with it greater personal efficiency, happiness and understanding and which will give more to the world.

Maturity is an advanced state of development in which one's spiritual, intellectual, and physical powers and qualities are most completely co-ordinated in the production of results which faithfully represent his greatest talents, ideals, and qualities. It involves a profound understanding of, and enlightened response to, the challenge of spiritual realities, of the need for the realization of the greatest possibilities implicit in one's own personality, and of the problems of environment. We can no longer regard life as merely the process of bringing a normal human body, with simply average endowments, to the zenith of its growth. If the youth-maturity-old-age cycle comprises the entire human story, education—and even life itself —is purposeless. Education is much more than the process of administering intellectual discipline to young minds.

Education must stimulate young people to find out to what heights man's life can reach. As Nature's highest creation, he is nearest to God; he is associated with His universal and eternal purposes. Education must fit him for any constructive, creative, or ennobling function which is compatible with his noble nature and high calling. It should teach him to strengthen himself where he is now weakest; it should teach him to prepare himself to reinstate those values which the present generation has neglected or subordinated. It should give him wisdom that is not misled by unexpected challenges. He should know how to make a good life out of the contributions of learning, experience, independent thinking, character, and social life (including home, family, school, and business or professional life). He should have discovered what the few really supreme values and forces in the world are, and he should have the strength to guide his life in accordance with them. He should know what to do with good ideas when he gets them; he should know how to get more of them, and how to help others in the same effort. Maturity is the process of getting a grounding in the fundamentals of thinking and living. Only then can a man properly evaluate all the experiences which environment is constantly thrusting upon him.

Many definite pedagogical plans may be mentioned which may tend to stress this need of maturity. (1) The community-plan college is being tried now in the University of Wisconsin, and teachers are watching its progress with great interest. It probably will develop its own weaknesses, but it will remove many of the faults in curricula made up either of required courses or electives, or a combination of the two, and it will avoid giving students education in disjuncted fragments known as "courses." It will put more stress upon intelligent conversation, independent research work, oral presentations, and a more

discerning study of the intrinsic worth and rate of progress of the individual student's mind and entire personality. (2) The past academic year has seen an unusually large number of pedagogical experiments made in various phases of education; better criteria for college entrance; smaller classes; better systems of examination and for securing a more energetic pursuit of intellectual and religious values; "floating universities"; giving students new freedom in their studies; and an increase in the use of summer work, the tutorial system, and of lectures orienting the student in his college, in scientific and religious truth and fundamental aims, and in the world in which he must soon actively do his share. (3) The social values of country living have deserved a place in the discussion of educational advances. Last summer the annual conference of the American Country Life Association met at Michigan State College, and considered vital problems. It is more important for schools to train people to be cultured, well-educated, socially minded, keenly alert for new values, and of good character, than for them merely to train living receptacles for useless and unrelated facts. (4) Adult education has come forward rapidly. This movement ought to be kept more closely in touch with public school and college education. Young students would be helped if they could examine enrollment lists in adult classes which show what kind of work adults wish they had taken in their school days and which they value now.

Many more educational plans can contribute in some way to the cause of developing mature students: the following may be mentioned:—

1. Visual education. More and more moving pictures and other methods of illustration will be used. We are just beginning to learn from what a vast number of sources educative material comes.

2. Schools are now introducing courses in gardening, home-making, and other practical subjects. What we need is a type of education which will be effective in teaching pupils how to make a good life and to get the most out of it. They should be asked such questions as the following: (1) What is a man, and what should be expected of him? (2) What should be expected of a normal family, and how can a family of this generation help to found better homes for the next generation? (3) What kind of a schedule of life do you follow —are you doing all that you ought to, giving the right amount of time to each interest, and making your life symmetrical? (4) Are you today following some great thoughts, ideals, or the lives of great men, that you may some day lead? (5) We can all think of new methods and greater achievements; but are we doing our best, in our present educational system, to perpetuate those powers which *cause* men to desire to progress and to come nearer reality and higher personal and social efficiency? Such questions must be answered within

Johannes Brahms whose "Lullaby" has the simple grace of a folk-song

Do they know Brahms' "Lullaby"?

Ask your pupils to name some of the most beautiful lullabies of the world—would they name Brahms' beautiful "Lullaby"? . . . Or ask for the most beautiful waltzes of the world—would they name Brahms' "Waltz in A Flat"?

To help children know the most beautiful of all forms of music—the lyrics, walzes, minuets, sonatas—the Junior Clubs of the National Federation of Music have a list for themselves. It is of the music of the masters they want to hear and love this year. Brahms and Mendelssohn, Chopin, MacDowell. . . . It is so choice a list, so well arranged, that schools are also adopting it. We printed some of the listed records last month. Here are a few more. But write us for the *complete* National Junior's list. Also for the new Educational Catalog of Orthophonic Records to help you use this music wisely in all your classes.

Lullaby (Brahms) 1271
Waltz of the Flowers (Tschaikowsky) 6617
Minute Waltz (Chopin) 20614
Waltz in A Flat, Op. 36, No. 15 (Brahms) 20079
Minuet in G (Beethoven) 20164
Minuet from Don Juan (Mozart) 1199, 20990
Minuet (Gluck) 20440
Marche Slave (Tschaikowsky) 6513
Volga Boat Song 19960
Funeral March of a Marionette (Gounod) 6639
From an Indian Lodge (MacDowell) 20342
Anvil Chorus (Trovatore) (Verdi) 20127
Moonlight Sonata (Beethoven) 6591, 6592

The Educational Department

VICTOR TALKING MACHINE CO., CAMDEN, NEW JERSEY, U. S. A.

our educational system to-day, if they are to be answered at all.

3. Students and teachers together ought to inquire deeply into the composition of our religious, social, industrial, civic, and governmental systems. A student who would be mature must have a world-view. He must know something of all the different influences which bear upon human life the world over. Students ought to understand to some extent, at least, the causes of social, religious, and moral radicalism and mutineering. It is quite as important to know why normal people do not constantly try to transcend their present level of thinking and living, as it is to understand why the abnormal, unfortunate, or criminal have fallen below that level.

4. Students ought to know something of the history of war, and why there is so much discussion today about the outlawry of war, international brotherhood, peace, and world-wide cooperation among the races.

I mention these subjects simply for their bearing upon the problem of securing maturity as the chief goal of education.

Schools should develop *preparedness*—not for war, but for going onward and upward in thinking and living whenever the opportunity materializes. The student must not forget that in his pursuit of reality he must not forget his fellow man who is a part of reality and who also influences it. Maturity is not necessarily *perfection*. The perfect is mature, but the mature is not necessarily perfect.

The student who indiscriminately gorges himself with facts distresses, rather than feeds, his mind. Material in hopeless disorder is very little better than no material at all. Unco-ordinated education is as powerless as a two-wheeled vehicle which has wheels of strikingly different diameters; forward motion is virtually impossible.

Maturity accepts responsibilities—not only for the maintenance of all that is held essential and valuable, but for *improvement*. Maturity is a success only when transcending itself. A man comes into his full powers when he comes to know something of the powers that are far greater than he is. Life cannot be lived upon a dead level; one is going either up or down. One cannot continually absorb a mass of facts without reacting in some way or without passing some judgment upon their value. Character, to be worth anything, must have a definite morphology. Education is not indicated by the number of years of study, by diplomas or degrees, nor by what we once knew; it is measured by what we now retain and by what we are doing with it. Too often in education we occupy our time, figuratively speaking, in merely primping and preening ourselves. We enjoy picking off some small speck here and there, but shrink from trying to strengthen some weakness in ourselves.

Maturity is the gradual accretion of all the spiritual, intellectual, and social elements which help a man to be a better thinker, worker, and associate of his fellow men. This means that he must concede to objective values "extraterritorial rights" within his spiritual and intellectual being.

Maturity is a great goal, not easily attained. It is for us to make all things work together in its interest, that the next generation may not only be the proud possessors of more factual learning, but also of its highest application and significance in life.

Charlie, the Baker, on "Education"

(Continued from page 610)

don't your education help ye to rise up and show what's in ye? You're as bad as some of my cakes; they got lots a eggs in 'em, but they don't never rise up and show it.'"

Charlie rose, brushed the shavings off his pants, slipped his jack-knife into his pocket, and gave the queer little toy he had whittled to Rosy Pilsudsky, who had been hanging over the fence for the last half-hour, waiting for it to be finished.

"No, sirree! If education don't give me enough words to say when I want to say 'em, don't give me any education at all!"

"You haven't told me where you're working now, Charlie," I interrupted.

Charlie grinned, and looked rather sheepish. "Ye know the missus has got ten boarders down to our house this summer," he replied. "I've just been up to Johnson's store to get her some flour. She's a-bakin' pies."

I wondered whether the pies were to be baked before midnight, as I saw the flour still reposing in Charlie's wicker box.

Perhaps Charlie did, too, for he waved good-by to Rosy, who squeezed her toy lovingly in her grimy little hand, and dimpled her farewell. Remarking: "Well, if I'd had more education, I wouldn't be here in these khaki pants and shirt-sleeves, bein' janitor and errand-boy to the missus," he clambered on his bicycle and went pedaling down the street.

As usual, he left me wondering if he really was as scatter-brained as he was said to be.

He had unwittingly expressed the same desire for an adequate supply of words as did the famous creator of John Silver, who in one of his earlier essays sighed for the time when he could sit down at last, "legions of words swarming to his call, dozens of turns of phrase simultaneously bidding for his choice," when he himself would know what he wanted to say, and within the narrow range of a man's ability, be able to say it. Would education enable me some day to find my fitting key of words? I hoped so, as I waved good-by to my word-juggling friend, Charlie, the Baker.

Rug Making in the Near East

By FRED W. MacCALLUM

ON THE floor of the White House in Washington there lies today a rug made by the busy fingers of Near East Relief orphan girls living and working high up on the Lebanon Mountains at Ghazir in Syria. Their offering to President Coolidge, "a Golden Rule gift of appreciation" for the kindness of the American people, says the history written in indelible ink on white cloth and sewed on the back, is a modern example of the age-old craft that is one of the crowning industries of the Near East. It is being taught to the girls at Ghazir in pursuance of the Near East Relief policy of training all the orphans in its care for future self-support. These girls are prepared to meet the future, for there is always a market for rugs, and they can set up their looms either in factories or in their own homes.

Where the art of making rugs with a pile surface originated is not known—perhaps the authorities who trace it to China advance the best argument—but the place of its highest development has been without question Persia, where it has reached a climax of beauty in design, color and fineness. From Persia the making, its methods known long before the Christian era, has extended East, toward and into India, West into Syria and Palestine, and on through Asia Minor, and, after the Crusades into Europe, though economic conditions have not made it a successful industry there.

The mechanics of manufacturers have been everywhere the same and are practically unchanged today over those of many centuries ago. The loom is of the simplest, easily installed, easily knocked down. It consists of two stout poles set as wide apart as the rug is intended to be. To heavy poles across top and bottom the cotton or woolen warp is attached. Upon the lower the rug is rolled up as it increases in length, the top bar unrolling the warp at the same time that it holds it taut. The weaver sits before the loom, her colored pattern fastened to the warp, her short lengths of wool within reach above her head. To each thread of warp a knot of wool is tied, the ends protruding toward the tier, one on each side of each warp thread, if the Persian knot is used; both ends projecting between every two warp threads if the Turkish knot is used. When the row is completed the tufts are clipped, a thread of woof or filling is carried across and pushed down with a heavy comb to keep the knots close together and upright.

This simple equipment is all the "machinery" used in making Oriental rugs. The closer and finer the warp threads and the smaller and the fewer the woof threads the greater the number of knots to the square inch and the better the quality. The rug sent to President Coolidge was twenty-one feet by eleven, and its knottage was 4,404,247. Its width permitted four girls to work on it at a time and it required ten months for the making.

Broadly speaking the designs of Oriental rugs fall into two classes, the geometric and the unconventional presentation of flowers and animals. There is usually a border, sometimes composed of several narrow borders. Often there is a rectangular symmetrical pattern in the centre, or the entire surface may be covered with small motifs. The locality where the rug is made and the era determine the elaboration and the color richness of the designs, and a considerable literature had grown up from their study. The design for the Washington rug was drawn by the young girl designer at the Ghazir orphanage and recorded many traditional motifs and no less than one hundred and forty-four animals.

It is to continue the training for self-support of the rug weavers at Ghazir and of the other boys and girls under Near East Relief care—and there are still 32,131 of them—that the organization is asking for $6,000,000 in its present campaign. That sum has been budgeted as the minimum by which all the commitments of Near East Relief may be completed and every promise kept to the children of the Near East. That they are making good is attested by every visitor to the orphanages, by hundreds of satisfied employers of "ex-orphans"—and as far as rugs are good testimony, by those to be seen and bought at 151 Fifth avenue, New York, the product of the looms at the Ghazir, Syria, orphanage.

Do you wish

a dictionary that defines every word so that its use and meaning can be understood instantly?

THE WINSTON SIMPLIFIED DICTIONARY

THREE EDITIONS

The PRIMARY is for use in the lower grades, the INTERMEDIATE for all elementary grades, and the new ADVANCED for high schools, colleges, and the teacher's desk. Each edition is designed especially for school use.

Send for illustrated literature and opinions of prominent educators regarding this modern dictionary.

THE JOHN C. WINSTON COMPANY

Winston Building Philadelphia

Chicago Dallas San Francisco Atlanta

School Problems

Edited by a School Executive

127. Are extra curriculum activities a way of sidestepping the fact that active training for citizenship is the purpose of the school? (New Mexico.)

No. I don't think they are. Rather they are an indication that we are beginning to realize that our training for citizenship must be active. Of course we have said so for years, but we have only theorized about it in many places. Even now where school folk are committed entirely to "doing schools," activities, live situations, etc., the old equipment, lack of funds and necessary time for teachers and people to catch the vision make the extra curriculum activities a valuable annex between the complete discarding of the old school and the completion of the new. In this growth of the active curriculum, active training for citizenship, the "extra" is bound to fade away. While doubts and problems of procedure trouble the majority of educators I do not believe there is any disposition to sidestep the fact that the training for citizenship must be definite and active. It is largely a question of ways and means and time to work up the transition. I think we must always face the fact that our school system is a man-made artificial institution, and must always remain partly so with its corresponding limitations.

128. Discuss penmanship in both elementary and high schools. (New York.)

Penmanship is a tool subject and should be taught in the elementary schools. Six grades should do a good job in penmanship, and the only writing taught higher should be individual or small group work where pupils are so poor in this line that you cannot read their writing easily.

If a good system is taught constantly and faithfully for the first six years the pupils write as well at the end of that time as they ever write. Most good systems in penmanship keep teachers demonstrating their work in the schools, and with these helpers classroom teachers can successfully follow the manuals furnished. It is very important that all the teachers' writing on the blackboard follow the chosen script most carefully, for the children need the correct picture and no other before them all the time. This is a point the superintendent, principal, or supervisor should watch.

There are several good systems on the market, all having practically the same underlying fundamental principles. The thing to do is to choose one, and then see that your teachers know how to teach it and stick to it faithfully and completely. This plan brings desired results and finishes the work in the elementary grades.

129. Are we sending boys and girls to public schools which pay no attention to public problems because the teachers dare not discuss them? (New York.)

The answer to that question is neither yes nor no. In the first place the public schools do pay some attention to public problems. That attention in some schools is clear, intense and up-to-date. In choosing as well as discussing public problems the school has to be careful not to let political, group, or personal prejudice enter in, for the public schools belong to all the people. This is not an easy task, especially with children at the adolescent age, when emotions run high. This is the reason many teachers are not taking up more public problems or not going more clearly into those they do attack. Often the condition of the community is so stirred up over a present public problem that to take it up in the school would lead to greater disturbance, and the schools must meet the needs of the community as well as those of the individual pupils. Frequently it is discretion rather than lack of courage on the part of the school that prevents class discussion.

It takes skill in teaching and much tact to take up problems alive in public life and keep them on a generally profitable basis, barring out all personal prejudices. We don't take up enough of them in many schools. That is true.

In relation to the teachers daring, I suppose there will always be places where it is not absolutely safe for a teacher to express his opinions on public problems, particularly if they have political party affiliations—but those places are growing fewer and public school teachers in public life outside the schools are breaking down the old idea of the teachers being neutral (an impossible condition of course) in political or public affairs. Teachers' membership in public service clubs, such as Rotary, Kiwanis, etc., gives the teachers both courage and prestige with the people. Now that our geography-history work is being carried on so much more with problem-solving procedure public problems are bound to receive more attention. They will be a natural part of an activity curriculum and should be promoted as such.

A New Way to Cancel

By EMEROI STACY
Portland, Oregon

MOST pupils enjoy cancellation, and here is a very good method. Amazing how soon it becomes a fixed habit when once learned.

Two boys were one day speaking of a schoolmate on their way home to dinner.

"He is so slow in every game we play," said Robert.

"Yes," replied David, "but he always plays fair."

"And he's just plain stupid in his lessons."

"But look at the way he studies. You'll have to admit that he's the hardest worker in the room."

"He's never made a decent recitation in history yet."

"But no one's ever heard of his cheating in either recitation or examination," answered David, "and you know as well as I do, Robert, that many of the pupils that get the highest marks can't say as much. Look at the way they copy their examples before school begins, and the dates and definitions they write on their cuffs and handkerchiefs. Too many of them know 'their onions,' not their lessons."

"Oh, yes, I know, of course," grumbled Robert, "but he is the most uninteresting talker I know of."

"Well, I notice he doesn't talk about people behind their backs, and no one has ever heard him brag about himself yet."

"I guess that's true all right, but it's so tiresome when a person has nothing to say. That boy doesn't have a word to say sometimes."

"Perhaps, but I never heard him tell a lie. In fact, he's the most truthful boy in the class."

"I guess you're about right, David," laughed Robert. "Anyway, you've found a new way to do cancellation. Miss Browning ought to give you an 'E' in arithmetic this month. Jimmie is a square fellow, I admit, and a few of us could take pointers from him, even if we do get better marks than he does."

Keep Your Own Machinery Fit

By JOHN KENDRICK BANGS

You know the model of your car,
You know just what its powers are,
You treat it with a deal of care,
Nor tax it more than it will bear.
But for self—that's different,
Your mechanism may be bent,
Your carburetor gone to grass,
Your engine just a rusty mass.
Your wheels may wobble and your cogs
Be handed over to the dogs;
And you skip and skid and slide
Without a thought of things inside.
What fools, indeed, we mortals are
To lavish care upon a car
With ne'er a bit of time to see
About our own machinery!

LIPPINCOTT'S NEW HORN-ASHBAUGH SPELLER

contains the words most needed in writing, determined by Dr. Horn's tabulation of more than five million running words, described in the Third and Fourth Yearbooks of the Department of Superintendence. Adds to the proven superiority of the authors' first speller the findings of every conclusive study of recent years.

You can seldom select the school you can never select the scholars but you can select your Text

Lippincott's

INFORMATIONAL READING

Elementary Grades

Geography

OUR OWN UNITED STATES $1.00
NEIGHBORS NORTH AND SOUTH 1.00
OUR NEIGHBORS IN SOUTH AMERICA 1.00
Walter Lefferts

History

AMERICAN LEADERS
Book I: Revolution, Westward Expansion 0.92
Book II: Civil War, Industry, and Transportation 0.92
OUR COUNTRY'S LEADERS 1.25

Primary Grades

LIPPINCOTT'S SILENT READING FOR BEGINNERS—Emma Watkins 0.60
THE WORLD OF LIVING THINGS 0.68
STORIES OF MEN AND NATURE Ethel Hale Russell 0.72

227 South 6th Street PHILADELPHIA **J. B. LIPPINCOTT COMPANY** 2244 Calumet Ave. CHICAGO

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Little Patience

In one corner of my flower-room on a wooden shelf sits little Patience, where the early morning sun greets her as soon as he rises over the distant hill. Little Patience has clear, green leaves like those we see on an orange tree. They are happy leaves, for they glint and glisten as brightly as though each one had been newly bathed. I often wonder why each one of these happy leaves bears on its edge a row of sharp little thorns. One would not expect thorns on a plant so delicately beautiful and so frail as Patience. Perhaps these thorns tell us that even Patience has its limits,—sharp little limits, of which the offender should beware. I often wonder, too, who gave the name, Patience, to this jewel among plants. Was the name given because of the lovely bud, shaped like a tiny heart, or the scarlet blossom through which the rich blood of life seems to pulse in each of the five heart-shaped petals? No one seems to know. Not long ago as I examined little Patience I saw a green aphid sinking his sharp drill into the tender stem. I removed the aphid and thought no more about the matter. Today as I bent over little Patience I found a tiny crystalline drop held out on a slender stem, where the aphid's drill had entered. I looked more closely on other stems and everywhere I found other little sugary drops. I touched one to my tongue. Marvel of marvels! It was the sweetest, most delicious sugar I had ever tasted. At last I knew why Patience was the proper name for this dainty, fairy-like creature of my flower-room. What infinite patience does it need to reward one's enemy for what harm he does us, by giving forth, because of the very wound he makes, a little of the inner sweetness that we have created within our souls!

The Golden Reed—I

Yacoub sat in his royal tent with silken draperies floating about him and a rich, heavy rug of softest wool under his crossed legs. "Tell me a story," said he to a young man who sat near him. "Sire," said the young man, "Stories do not always come at the calling. They are like eagles in the high air that we see from below. Who can call the eagle to him at the bidding of another?" Yacoub laughed. "You can, my son," he said.. "The eagles wait on you. The air is full of their wings about your head." The young man smiled. "Listen, then," said he, "to the flutter of their wings. In Arabia, in the old days, lived Solomon the mighty, whose wisdom was equal to his goodness and his goodness equal to his love, and his love equal to his justice. One day Solomon called his vizier to him and said: 'Wise one, go find me a wicked man who toils with his hands!' When the toiler was brought before him, Soloman said: 'Friend,' for in truth he was friend, even to the wicked, 'I free you from your stone cell, but condemn you to work in the mines at Ophir. You shall toil, digging gold from the rock, until you have as much as you can carry in the palm of your right hand. You shall bring the gold to me and I shall use it for the kingdom's good and you shall go free.' A year later the wicked toiler returned with his palm full of gold. 'It is well,' said Solomon, 'What has this gold bought for you besides freedom?' 'I have learned to enjoy the taste of honest bread,' said the man. Solomon smiled and turned to his vizier and said: 'Bring me, now, a wicked man who is skilled in the working of precious metals.' When the man stood before him the king said: 'You shall go free from your cold cell if, in one month, you forge this palmful of gold into a slender reed, such as grows upon the river's bank.' When the man returned at the month's end he bore a shining reed in his hand made of the yellow gold. It was slender and hollow and gave forth a low, sweet sound when the king tapped it with his fingers. 'It is well,' said Solomon, 'But what has the making of this reed done for you?' 'Sire,' said the man, 'To study the reeds that were my pattern I often sat on the river's bank. In the silence strange thoughts came to me. Some reeds I saw standing straight and beautiful and others I saw broken and withered away. From the reeds I learned the loveliness of the upstanding thing.'

The Golden Reed—II

Solomon smiled and said to his vizier: "Bring me a wicked man, skilled in the making of musical instruments!' When the man came, the king handed him the golden reed and said: 'Friend, I free you from your damp, silent cell so that you may fit a mouthpiece and tongue to this golden reed. At the change of the moon come to me once more.' When the moon changed the man came with the finished reed. 'It is well,' said Solomon, 'You have given the cold metal a golden tongue. In it now lies all the lovely music of the world. But tell me, what has the fitting of the tongue to this reed taught you?' 'Sire,' said the man, 'as I worked, voices sang to me, and lips seemed to press forward to blow upon the mouthpiece of this reed. And some blew terrible notes full of hatred and oaths and some blew wild, fierce cries that had blood in them, but others came sweetly with music of such gentle nature that my heart wept. I saw life, O dread one, as a great song one sings, a melody, echoed and re-echoed through a million stars. Henceforth my days shall sing with the sun in the company of all sweet singing things.' Solomon smiled and laid his hand on the other's shoulder. 'You are right,' he said. 'Life is a melody. What a privilege to sing!' Then the king turned to his vizier and said: 'Bring me, now, a wicked musician.' When the man stood before him Solomon said: 'Friend, I free you from your dark cell and give you this golden reed. Into its making has gone the spirits of three others like yourself. Return to me when the moon changes and play for me some tune that you have found at night under the silver stars.' When the moon changed the man came once more. He smiled and Solomon greeted him with a pleasant word. When the song the man played was finished tears stood in the good king's eyes. 'Ah,' said he, 'you have dotted the staff of the golden moon shining through dark clouds with glistening stars.' The man smiled. 'Once I was bound down to earth with strings woven of strong threads of hate. Under the stars I learned patience and gentleness and peace.' Solomon smiled and giving the flute to the man said: 'Go forth among my people and play for them.'" The young man ceased and smiled up at Yacoub. The desert wind sifted sand with a soft rustling as of garments blowing against the sturdy walls of the tent. "A good story," said Yacoub, "and one worth remembering. It is true that knowledge comes out of toil, and change of heart and joyousness."

Copyright, 1926, by Joseph B. Egan.
All Rights Reserved.

Professor Squirrel

How many boys and girls know that the little gray squirrel is the original gatherer of maple sap? You would hardly believe that he makes a little wooden bucket for himself, fills it from the maple tree and sits contentedly over it, high up among the branches, lapping up greedily the sweet water that collects in it. I can see you smile. I can hear you say: "The squirrel does not know enough to do that," and yet every squirrel does know enough and does make himself such a bucket. Some time when you are out on the farm, climb up to the crotch of a maple tree. Where the limbs join, you will find, many times, a little hollow space, showing plainly the marks of the squirrel's teeth. This is the bucket that the little fellow hollows out in the spring to catch the sweet yield of sap. It may well be that the Indians learned the art of tapping the trees from their little friend, just as civilized man has learned the art of paper making from the hard-working wasps. Nature is a big laboratory full of wise professors, ready and willing to admit us as humble students if we wish to learn. No matter what the study we want to follow, somewhere out of doors there is a course for us, over which rules a little bee or a black-winged wasp, or a bird or butterfly or a violet making little blue cloth in the damp woods of spring.

The next time you walk abroad in the country, imagine you are in the University of All Out-of-Doors, and select for your lecturer some little living thing. I assure you you will learn more in a half hour than any human school can teach you in a whole day.

To the Dandelion

Who is rash enough to say the age of miracles is past? A short month and the earth will be strewn with the bright minting of the dandelions: those golden coins scattered recklessly along the paths that men must tread; little flaming suns in every shadowy corner of the fence; circles of golden fire that warm the cold edges of the retreating snow; bright, glittering buttons on the shoulders of the hill, holding in place the green mantles of the spring; smiling, eager, living faces which crowd about the homes of sick and poor alike; the largess of the very hand of God.

TO THE DANDELION

James Russell Lowell

How like a prodigal doth nature seem,
When thou, for all thy gold, so common art!
Thou teachest me to deem
More sacredly of every human heart,
Since each reflects in joy its scanty gleam
Of heaven, and could some wondrous secret show,
Did we but pay the love we owe.
And with a child's undoubting wisdom look
On all these pages of God's book.

IF

If all who hate would love us,
And all our loves were true,
The stars that swing above us
Would brighten in the blue;
If cruel words were kisses,
And every scowl a smile,
A better world than this is
Would hardly be worth while;
If purses would untighten
To meet a brother's need
The load we bear would lighten
Above the grave of greed.
If those who whine would whistle,
And those who languish, laugh,
The rose would rout the thistle,
The grain outrun the chaff;
If hearts were only jolly,
If grieving were forgot,
And tears and melancholy
Were things that now are not—
Then Love would kneel to Duty,
And all the world would seem
A bridal bower of beauty,
A dream within a dream.

—Exchange.

Among the makers of the DENVER COURSE OF STUDY
are
STONE— HOPKINS — BROWNFIELD
the authors of
OBJECTIVE DRILLS IN ARITHMETIC

for grades two to eight, inclusive, available in either annual units, twenty-seven cents each, or semester units, eighteen cents each. 500 pages of Drills with over 15,000 exercises. Drills afford practice in all the various types of skills. They increase and make permanent the skills which pupils already have.

JUNIOR HOME PROBLEMS
by
KINYON and HOPKINS

based on the *Denver Course of Study*, consists of seven units:

1. What Responsibilities in Making Home and Family Life Successful?
2. What Does It Cost to Finance the Home?
3. How Can You Help Mother in Housekeeping in Your Home?
4. What Must You Know in Order to Help with the Care of Younger Children?
5. What Must You Know in Order to Help When There Is Illness?
6. How Can You Make Your Home Friendly, Hospitable, and Entertaining?
7. What Is Your Relationship and Your Home Relationship to the Community?

Price, One Dollar.

BENJ. H. SANBORN & CO.

Chicago **New York** **Boston**

EDUCATION IN ACTION

Dartmouth Bans Summer School Credit

A ruling prohibiting students from attending summer school for the purpose of gaining extra credit was announced by the Dartmouth Faculty. The order is to become effective during the academic year of 1929-30. Only in certain special cases, through permission of the committee on administration, will students be permitted to attend summer classes and receive credit. The faculty decreed that when the new ruling becomes effective students will lose only point credit for overcutting classes instead of losing hours and points under the policy that now obtains. The students, under the ruling, may take greater liberties in cutting classes, but will be required to increase their grade, thus emphasizing the quality rather than the quantity of their work.

Change Noted in Teacher Certification

A recent study of teacher certification practices in all states shows that the examination method of certification is recognized as being inadequate and is being replaced by professional training given in recognized institutions, according to the Bureau of Education. There is a strong movement among progressive states, it was said, to increase state teacher-training facilities and to make examinations for certification more and more difficult, so as to lessen heir appeal to applicants. A general movement toward centralizing the power of certification was reported. According to the Bureau, the adopted standard for teaching in elementary grades is two years above high school, the minimum age requirement is generally eighteen years, and in twelve states applicants for certificates must be citizens of the United States or must take a pledge of civic loyalty.

Educators Advise On Curriculum Revision

Curriculum revision is the most important problem which now invites the co-operative effort of school administrators, supervisors and teachers, according to the foreword of a course of study in Latin for junior high schools distributed by the Massachusetts Department of Education. Incidental to a description of the immediate objectives of the study of Latin the committee of educators who prepared the course stress, as among the ultimate objectives, increased ability in the use of English, knowledge of language structure, increased ability to learn other languages, development of a historical and cultural background, of right attitude toward social relations, and of correct mental habits. The vast expansion and increasing complexity of social and industrial activities "which have affected civilization in ways not imagined a decade ago, and the increasing belief that the development of right attitudes and ideals is a fundamental concern in any worthy program of education, are among several reasons which make necessary constant revaluation and revision of the curriculum," declared the committee.

Suggests Improvements In Extension Teaching

Workers in the field of adult education say that mature students demand more from instructors than do younger students. College instructors who teach both resident classes and adult classes outside of the institution assert that the latter calls for more investigation, better illustration and more invention on their part than do regular college classes. "It is clear," says the Bureau of Education, "that what is needed is that the same care be used in the selection of men or women to do extension work that is used in the selection of regular Faculty members, but that the difference in the nature of the work should be taken into account in such selection. Perhaps the most severe criticism by Faculty members of the present practices in extension work is that certain institutions employ local high school principals or superintendents of small towns to give their extension work. It is claimed that pressure is used by these school officials to influence their teachers to attend their classes. This, if true, is not conducive to good morale. However, an extreme case of this kind does not make the employment of a local school official bad practice per se."

Urges Federal Probe Of "Tainted" History

Representative Black, Democrat, of New York, recently offered a resolution in the House authorizing a study of American histories to determine whether they err in any particulars and to provide for necessary correction. Mr. Black declared that if American histories were "tainted with British propaganda, as charged, steps should be taken by Congress to remove the taint." The resolution directs the House Education Committee to "conduct a study into books on American history for the purpose of correcting errors by comparison with available official records." The committee is instructed to call historians and other interested persons and "to inquire into the relations, if any, of such historians, with foreign governments or foreign propaganda organizations." An appropriation of $5,000 is proposed.

Street Car Has Library

Munich, Germany, has a circulating library that actually circulates. It has equipped an electric street car as a library sub-station, the first of its kind in Europe. The car drives slowly through town, halting at "cars-stop-here" signs just as any ordinary tramway would do. People desiring to take out a book may enter, and the clerk in charge fills out the card and observes the other formalities customary in the loaning and return of books. The route of the car as well as the time of its stopping at pivotal points is made known through the newspapers.

Students Take Out Whipping Insurance

Students in the Penarth county school, Cardiff, Wales, have organized an "insurance company" which offers monetary balm to students who get whipped. For a few pennies premium any student can get the company to insure him against getting a beating, and in case he gets called up for corporal punishment he can go straight from the principal's office to the headquarters of the insurance company and collect his "benefit payment."

Schools to Exchange Floral Greetings

School children of Georgia and of New Hampshire will exchange springtime floral greetings this year, the innovation resulting from correspondence between M. L. Duggan, Georgia state superintendent of schools, and E. W. Butterfield, commissioner of education in New Hampshire. Mr. Butterfield recently wrote Mr. Duggan suggesting spring greetings between school children of the two states would be particularly appropriate if transmitted in the form of flowers typical of the states. Mr. Duggan has forwarded to the New Hampshire school head the names of 100 Georgia schools selected to receive the greetings. In a few weeks 100 boxes containing trailing arbutus will travel southward, while an equal number filled with peach blossoms will go North.

Abandons Business To Attend College

Having proceeded to demonstrate to the extent of about $250,000 that he could succeed in the financial world without a college education, Raymond J. Koger, twenty-seven, of Bridgeport, Conn., intends to "retire" soon to prepare to enter Harvard University in the fall. He says he feels the need of being able "to meet my fellow men on the same level." Eight years ago he came to Bridgeport from Great Barrington, Mass., where he finished grammar school and went several years to high school. He got a job as clerk with an investment banking firm. Today he is office manager and assistant treasurer of the firm. "I feel I have missed something that comes from a complete education," he says. "Some people would say: 'Well, you made plenty of money as a young man with only a moderate education. Why worry about it?' But that's just it. I want to feel I can meet my fellow men on the same level, men who have been through college and have tasted of the academic life, the thrills of the campus and the fine experience that only a college can give." Koger plans to spend six years at Harvard, four in college and two in graduate study. He is married.

In One University Students Earn $27,000,000

Students at New York University earned $27,000,000 last year, according to Francis W. Lawson, director of that institution's bureau of employment, who points out that while certain persons in leading periodicals are casting doubt on the serious purposes of the modern college youths, the students are demonstrating in a practical way the value of classroom training. "Seventy per cent. of the students at New York University," said Mr. Lawson, "are dependent either wholly or in part upon their own income and the average salary of the 17,570 students who do full-time work is over $1,500 a year. The 3,545 students who do part-time work have a per capita earning of almost $300 a year." The New York University Bureau of Employment serves without charge more than 32,000 enrolled students.

Inter-School Contests Stimulate Interest

Debating contests proved the most popular of the sixteen varieties of state inter-high-school contests sponsored by the University of North Carolina, university extension division, during the school year 1926-27. Of 343 schools participating in the contests, 223 entered for debates. The total number of high-school entries in the sixteen contests was 720. Basketball brought out the next largest number of competing schools, 129. In baseball 73 schools competed, in football 38, in dramatics 45, and in mathematics 36. Language contests attracted 52 schools for contests in French, 33 in Latin, and 4 in Spanish. Other contests promoted by the department were track meets, tennis, standard physical ability tests; and poster, typewriting, newspaper and magazine work.

College Course For the Asking

The Boston Public Library offers the unusual opportunity of acquiring the equivalent of a college education without ever attending a class or taking a single examination or spending a penny on the whole course. Miss Laura Gibbs has been installed as "readers' adviser" and her services, including the loan of all necessary textbooks, are absolutely free. She will map out whatever course is preferred, be it a B. S. or a B. A. program. The only thing she cannot do is to present a degree upon completion of the prescribed work. "I was given this position," Miss Gibbs said, "because so many people want to do serious reading, but don't know how to go about it. This applies particularly to those whose education has been limited, but there are many of the educated group also who need help in choosing their books. Women would seem to be the most ambitious about doing a little extra studying because fully two-thirds of those who come to me are women. And English would seem to be the favorite subject because easily one-third of all the books I give out are on some phase of English."

Secret Societies Barred In New York City

Ban on secret societies in high schools of New York City will be strictly enforced under the provisions of by-laws adopted by the board of education recently. These specify that high-school students who are members of secret societies shall be debarred from participation in school elections, from receiving honors, and from representing school groups in any capacity whatever. Diplomas will be withheld from students who are proved to be members of secret societies after having voted or accepted any post closed to fraternity or sorority members.

Students Working Through College

Of 600 institutions surveyed last year by the Bureau of Education, only twenty-seven reported no students earning their expenses. In 408 colleges and universities the students earned $25,500,000; 39 per cent. of them paying all or part of their expenses. In the co-educational institutions 44 per cent. were paying their way; in the men's colleges 33 per cent.; in women's colleges, 17 per cent.

Boys and Girls Trade Courses

The old order of things has found a complete reversal in the Huntington, W. Va., high school. Getting an early start in demonstrating the equality of the sexes, girls have invaded the manual training department which previously had been conducted solely for boys. Next year the school plans to introduce the boys into what has heretofore been women's exclusive sphere. A course in home economics for boys is being worked out. It will be called "camp cookery" and will teach the boys the basic principles of cooking and food values. There are twelve girls registered in the manual training course. They turn out household articles with as much skill as the boys, W. A. Childs, their instructor, says. Fibre furniture weaving is taught with much success.

Chinese Children Have Playground

A three-acre playground has been set aside for use of Chinese children of Los Angeles. Parents and children cleared the lot, and the playground department installed playground equipment, including a swimming pool. The children attend public schools during the day, and in the evening receive instruction in Chinese language schools.

GO TO ALASKA THIS SUMMER!

Join Hardy's Grand Tour de Luxe. Yellowstone National Park, California, Pacific Northwest, ALASKA and Canadian Rockies, leaving July 2nd, returning August 15. Personally conducted. Size of party limited. Write at once for particulars.

$625 up

H. CLAUDE HARDY
CONDUCTOR
Associate Superintendent of Schools,
White Plains, N. Y.

ATTENTION NEW ENGLANDERS!

Plan now to attend N. E. A. Convention at Minneapolis, July 1-6, followed by wonderful vacation trips to Yellowstone Park, Pacific Northwest, California, and Alaska.

For information and itineraries write

Principal E. B. SMITH
120 High St., Greenfield, Mass.

Standing Committees Are Materially Reduced

Boards of education in many places have entirely abolished standing committees or have materially reduced the number of such committees, according to W. S. Deffenbaugh, chief of city schools division of the Bureau of Education. Of twenty-five cities of 100,000 or more population reporting to the bureau in 1917 and in 1927 eleven have in that time reduced the number of committees and nine have abolished them entirely or constituted the board as a committee of the whole. The average number of standing committees in the twenty-five cities was 6.5 in 1917 and 3.5 in 1927. Of forty-three cities of 100,000 or more population reporting in 1917 only three did not have such committees; of fifty-five cities of this size reporting in 1927 twenty-one have no standing committees.

Schools Urged to Rid Sports of Paid Coach

Paid athletic coaches in high schools should be abolished and athletics placed upon an "unassailable amateur basis," according to Professor John C. Almack of Stanford University. Professor Almack declared that all extra-curricular activities should be utilized to develop the leadership and initiative of the students. "Admission to any activity," he said, "should be freely open to any student. Snobbish clubs, no matter under what name they go, have no place in a democratic school system, and should be forced out. There should be no costs connected with membership, participation or management in any social activity. Students should not be crowded out of the activities because they cannot pay dues of some club or association, if membership is vital to their development."

Co-educational School Prohibited in France

The Council of State in France has annulled the decision of the Minister of Public Instruction to fuse the individual schools for each of the sexes at Mauroux, a commune of less than 500 inhabitants. The decision of the French State Council was rendered on the complaint of a parent residing in the commune of Mauroux and the parents' association of the Department of Lot. Although the Ministry acted in accordance with the request of the municipal council of Mauroux that the schools for boys and girls be combined, the Council of State rendered the opinion that the mixed schools authorized by the law of October 30, 1886, should be considered an economic and not a pedagogic measure. Had the resources of the commune of Mauroux been insufficient to maintain separate schools for the sexes, the mixed school would have been authorized. As, however, the commune was already provided with two schools, the question was pedagogic and not economic, and the council decides that the commune was obliged to continue to maintain both.

Include Harmonica In School Tourney

The humble mouth organ will be given its place at Hanford, Cal., according to Leona Bradford, supervisor of music in the schools. Pupils of all the schools of Kings county will compete in a contest. Saxophones, ukuleles, trombones and such modern from the competition. First, second instruments of jazz will be banned the best band and duet performances.

Thrift Course Prepared For All Grade Schools

Millions of boys and girls in the schools of the United States will soon be studying lessons in thrift based on sound principles and arranged in accordance with scientific knowledge of child nature. As the result of thirteen years of research the American Society for Thrift has now formulated a complete outline for the study of thrift in all public school grades from one to eight, inclusive. The plan does not provide for the establishment of a new subject in a curriculum already overcrowded. It provides, rather, problems and projects in the various required subjects of arithmetic, history, geography, English, home economics, civics and health. The idea of teaching of thrift in the schools was first brought forth at the International Congress for Thrift at the Panama-Pacific Exposition in San Francisco in 1915. While presiding over that body S. W. Straus secured the adoption of a resolution recommending that thrift be taught in our schools, which met the favorable consideration of the National Education Association. A committee was immediately appointed which has served through the intervening thirteen years. It is estimated that during the current school year 10,000,000 pupils in the various schools of the United States are being given some kind of thrift instructions.

Pasadena Schools To Reform Grades

The Pasadena Board of Education has taken the first definite step that has been made in California to adopt the 6-4-4 organization of education in the public schools by voting to remove the tenth grade from the Pasadena High School. This means that there will be six elementary grades, four junior high school grades and four grades in the combined senior high school and junior college. The action provides that in the fall students now enrolled in the ninth grade in local junior high schools shall be re-registered in these same schools. Grades 7 to 10 shall thereafter constitute the junior high school organization in this city.

Prussian Students Warned Against Study of Law

No fewer than 12,300 students are studying law in Prussia today as compared with only 6,000, or less than half, in 1913. The number of aspirants for the position of judges or public prosecutors is estimated at 5,000, and there is little likelihood that all of them will find employment. Many, therefore, are becoming barristers, with the result that this profession, too, is rapidly becoming overcrowded. Under these circumstances a warning has been issued by the authorities against studying law.

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

My dear Mrs. Cobb,

I know you will be interested to know what happened to the copy of PENNIE which you gave me at the N. E. A.

I have a second grade class this year, one section of which actually eats up reading matter so fast that I can hardly keep it supplied.

I took the copy of PENNIE to them and said to the teacher, "I think your children will enjoy this. You may have them read it aloud to each other if you wish." She sent it back to me today with an apology, because it seemed so much worn, because as she said, every time it was possible, a boy or girl, after finishing his work, would quietly slip up to her desk and borrow PENNIE, they loved it so. She feared they would almost read it to pieces.

Her fears were groundless. It is really in very good condition for the next class, and it simply shows how much enjoyment your book gave them.

Is it on the authorized list? If so I wish to order some at once. and if not, I wish to send in a requisition to have it placed upon the authorized list. Thank you in the name of the children for the pleasure you gave them.

Yours cordially,
(Signed) Gertrude E. Bigelow,
Principal, Hancock School,
Boston, Mass.

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

TREND OF THE TIMES

PERSONS KILLED in highway accidents in 1927 were estimated at 26,618 by the American Road Builders' Association. A total of 798,700 were seriously injured and economic losses were placed at $672,097,000, exclusive of minor damage to motor vehicles. The total killed, an increase of 1,316 over 1926, and the injuries and attendant losses, the association said, brings forcibly to mind the need for "immediate adoption of uniform traffic codes."

THE WEST is ready to "jump to Islam" if its tenets are preached to them in reasonable ways, declared Rt. Hon. Lord Headley, British peer and an enthusiastic Moslem, at a missionary conference of Mohammedans at Bombay. He said further: "I come from the West. I know my people. They are mostly tired of the religion current in their countries. They want a religion of the type of Islam." Following the conversion of Miss Miller of Seattle, Wash., into the Hindu fold it was estimated that fully 8,000 Christians and Moslems followed her footsteps and embraced Hinduism.

ZONING LAWS are making the American city a better place to live in. This sums up the conclusions of Dr. John M. Gries, chief of the building and housing division, Department of Commerce. Dr. Gries has seen zoning literally "sweep the country." In 1921, in the early days of the short life of zoning, only forty cities had ordinances. Today there are 600, and the number is growing. Fifty-seven per cent. of all American urban residents today live under zoning regulations, he estimated.

WOMEN fall ill oftener than men do, but their death rate is lower than men's, according to a survey made by Dr. Herbert L. Lombard of the Massachusetts Department of Public Health. The figures, which have been compiled for analysis, also show that the more money one has, the oftener one is ill and that living in the city or in a country village makes little difference in the general health of the individual. Contrary to general belief, men are a little more apt to consult a doctor when they are ill than women, for the rate was 78.8 to 77.8 among the women.

RUSSIAN GOLD in bars worth $5,000,000, sent here to bolster trade between the two countries, was denied assay by the Treasury department because of a seven-year-old ban which is still in effect. Meanwhile the nine tons of gold shaped like building bricks remain idle in the vaults of two New York banks at a loss to the soviet of about $700 a day in interest. The Treasury department usually assays the gold and then pays the bank to which the shipment is assigned in notes or gold coins. Credit is thus established for foreign shippers. It was explained that the banks could have bought the gold outright and sold it to the United States, but the banks refused to do this.

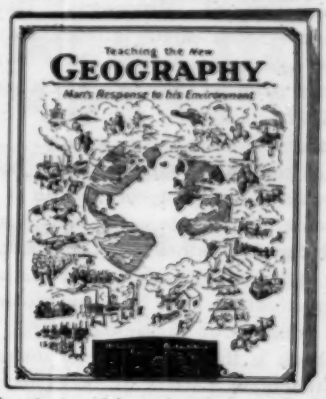
CIVILIZATION'S advance, with its emphasis on creature comforts, runs hand in hand with the deterioration of the human race, according to Dr. Henry F. Osborn, president of the American Museum of Natural History. "When man begins to specialize," he said, "and human races begin to intermingle, nature loses control. It appears that the finest races of men, like the finest races of lower animals, arose when nature had full control, and that civilized man is upsetting the divine order of human origin and progress."

HOMICIDE RECORD of American cities seems to have reached a stationary condition at one of the highest points in our history, and this record constitutes the gravest indictment of American civilization, according to Dr. Frederick L. Hoffman, consulting statistician of the Prudential Insurance Company. Weakness of character and the ease of obtaining firearms are two main causes in crimes, he asserts. Dr. Hoffman urges abolition of the death penalty because it fails to curb murders. "During 1927 we experienced some of the worst types of murders on record in the annals of crime," he declares.

ENFRANCHISING of all English women at the age of twenty-one has brought into existence "The Fifty-fifty League" whose members want to do something to offset the placing of men voters in a minority in the United Kingdom. The league stands for "the emancipation of men from feminist domination" and it has issued a manifesto headed "The Sex War." The manifesto declares that women shall be liable for military service on the same basis as men, that all sex privileges, concessions and immunities be withdrawn from the women and that all laws and practices which relieve women of the economic consequences of their acts be annulled.

RALPH LOMEN'S head reindeer herder in Alaska completed in two hours a round-up by airplane that would have required a week's riding by seven cowboys.

A Valuable New Booklet



about teaching human and regional geography thru relationships. Of interest to every teacher of geography. It contains

16 NEW MAPS IN FULL COLOR

Each 8½x11

These maps alone are worth more than the 50c we are asking for this helpful booklet.

DENOYER-GEPPERT COMPANY,
5235-57 Ravenswood Ave., Chicago

Enclosed is 50c. Send me postpaid, the new booklet "Teaching the New Geography".

Name.....
School.....
Position.....
Address.....
City.....
State.....

TRAVELERS select the Great Northern for its wonderful location in Chicago's "loop". They return because the large comfortable rooms, homelike environment, attentive service, excellent food and moderate charges make it an ideal hotel.

400 Newly Furnished Rooms $2.50 a day and up — Sample Rooms $4.00, $5.00, $6.00, $7.00 and $8.00.

New Garage One-half Block Dearborn St. from Jackson to Quincy

Walter Craighead, Mgr.

The BOOK TABLE

MATHEMATICS FOR AGRICULTURE AND ELEMENTARY SCIENCE. By Harry Burgess Roe, University of Minnesota, David Eugene Smith and William David Reeve, Teachers College, New York. Cloth. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

It is needless to commend any book for which David Eugene Smith is in any wise responsible, for the Wentworth-Smith Mathematical Series has been in the front rank as long as any present teachers have been functioning. That which is of surpassing interest in this book is that all problems instruct the student in matters of real concern to him. Here are a few samples:—

"A farmer has 5,280 feet of fencing with which he plans to fence in the largest possible rectangular pasture, using a stone wall on one side of the pasture. What will be the area and the dimensions of the pasture?"

"Explain the statement, 'The manufacturer of ready-made clothing makes clothes to fit the modal man.'"

"What does it mean to say, 'The spirit of charity in a community is far more evident in the mode than in the mean'?"

"What was the per cent. of butter fat in a quantity of base milk from which 880 lb. of 3½% milk and 120 lb. of 20% cream was obtained?"

"If a farmer wishes to obtain 3000 lb. of 3.6% milk, how many pounds of skim milk and 20% cream will he need to use?"

"A dairyman has 3 cows valued at $110 each, 5 cows valued at $125 each, 4 cows valued at $140 each, 7 cows valued at $150 each, and 6 cows valued at $175 each. Find the total annual depreciation for each of the five groups."

"Which is the stronger beam, a 3x10 plank turned edgewise or a 6x8 timber turned flatwise? What is the difference in the strength of the two beams?"

The day of using problems from old books has passed. They must be instructive as well as mathematical.

OUR HIGH SCHOOL CLUBS. A Study of Extra Curricular Activities in the Oak Park and River Forest Township High School, Oak Park, Illinois. Laura Blackburn, teacher of English. Cloth, 253 pages. New York: The Macmillan Company.

Cook County, Illinois, in which this township is located, is nationally famous for the variety of worthwhile demonstrations that are eminently modern and full of inspiration, and never has this feature of high school work been magnified as it is in "Our High School Clubs," a real book for all high school boys and girls by high school boys and girls in one class.

Part One tells about the club life of this special high school. Part Two tells about the five clubs for boys. Part Three of five clubs for girls. Part Four these clubs for the boys and girls: Dramatic Organizations, Book Clubs, School Publications, National Honor Society. Part Five, Activities for all the School or Assemblies, Drives, Parties, Service in General. Part Six, Departmental Clubs, Latin Club, Art Club, Botany Club, History Club, Science Club, Music Club, Commercial Club, Geography Club, "Tatlers and Masquerades," Camera Clubs and the Girls' Forum.

FIFTY NUMBER GAMES FOR PRIMARY GRADES. By Anna Eliza Sample. coaching teacher, Lawrenceville, N. J. Cloth. Chicago: Beckley-Cardy Company.

This is a captivating book for little people to use in school and home. The games are instructive as well as alluring, and they are adapted to all seasons, all holidays, and all phases of real life that interest children. In every game little people are perfecting their knowledge of number in such a way that it stays in memory when wanted for use.

The trouble with much of school work is that it does not work automatically out of school, but these "Fifty Number Games" cling to memory and spring into action when desired for use.

HIGH SCHOOL POEMS. Collected by the Script Club, West High School, Minneapolis. With a Foreword by Louis Untermeyer. New York, Chicago: Harcourt, Brace and Company.

In his "Foreword" the editor of "Modern American Poetry" says: "Poetry and youth have always been closely associated. But the classroom, the very place which should have been most instrumental in fostering an appreciation of the art, has, too often, been most potent in destroying the young student's natural love for it. By substituting routine instruction for instinctive variety of taste, by the insistence on 'translating' a piece of sheer music or a gossamer fantasy into a bald prose statement or 'plot,' by turning what should be an adventure in discovery into a tortured search for moral maxims or, worse still, a 'word-study'—in short by placing the emphasis on the by-products and surfaces of verse rather than on the living soul of poetry, the classroom, under the guise of education, has frequently been guilty of withholding something more precious than accumulated facts.

"Present tendencies are definitely against this method, and it is encountered less and less in the schools of today. The object of poetry (as well as that of any other art) is to increase enjoyment, and this sharing of pleasure is not only understood but communicated by the modern teacher. The difference in the methods of yesterday and today may be said to be this: Yesterday the assignment of poetry was merely another lesson; today it is the signal for contagious and recreative excitement. The teacher has become a guide to 'pastures new' rather than a statistician occupied with charts and graphs. He knows that poetry, which sprang from pure rhythmic sounds, was born when the first man listened in wonder to the insistent pulse of the tides and continued to hear it echoed by the drumbeat in his wrist. He knows that poetry and the young have an especial affinity since rhythm dominates the child from the time it is rocked upon its mother's breast, sung to sleep with a wordless lullaby, and graduated from the nursery with Mother Goose's own anthology for its textbook. He knows that literature is pre-eminently an art and that young people instinctively turn from it when it is employed merely as an excuse to cram down information.

"That the change in method is obvious may be seen not only by a casual visit to practically any high school, but by the amount and quality of poetry produced by the students themselves. The difference between the ways that poetry *was* and *is* used in the classroom is that formerly poetry was just another assignment, a test in memory or metrical technicalities no more stimulating than physics, whereas today its application is as vital and varied as the life which it reflects. Considering the energy revealed in a score of publications one might say with equal truth that where the pupil of the past was forced to 'read' poetry, the pupil of today writes it!"

Books Received

"Boys and Girls of Colonial Times." By Sarah Elizabeth Mulliken.—"The Road to Citizenship." By Frances Ross Dearborn. Boston, Mass.: Ginn and Company.

"Literature in the Junior High School." (Book 3.) By Emma M. Bolenius. Boston, Mass.: Houghton Mifflin Company.

"Natalia and Nikolai (Children of Russia)." By Varia Klenova and L. Lamprey. New York: World Book Company.

Improved Healthful Conditions

Surrounding the Use and Transfer of Free Textbooks Can Be Obtained by Protecting Them With

ESTABLISHED 1869

HOLDEN BOOK COVERS

Save Books Save Money Save Health

HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

Another Day

"The modern schoolteacher," said Payson Smith, the State's Commissioner of Education for Massachusetts, at the Boston Rotary Club recently—"the modern schoolteacher has to keep a special calendar on her desk, there are so many 'weeks' and 'days' to be observed.. There is Mother's Day, and Fire Prevention Week, and now I see the Governor has appointed a 'Be Kind to Animals Week.' We haven't any Fathers' Day yet, and you men ought to get busy and remedy that lack. I should say, though, that perhaps Fathers' Day might be included in the 'Be Kind to Animals Week.'"

Ignorance

Teacher—"Willie, how do you define ignorance?"

Willie—"It's when you don't know something, but some one finds it out."

An Eye Opener

A college graduate, who has confident ideas concerning his ability, pushed into a broker's office. While waiting for the manager he questioned the office boy:—

"Do you suppose there is any opening here for a college graduate?"

"Well, I can't say right away," replied the lad, "but if the boss don't raise me salary to five bucks a week by tomorrow night there will be."

One of Many

A dentist says that he had an absent-minded motorist in his chair the other day. "Will you take gas?" he asked.

"Yeah," replied the absent-minded patient, "and you'd better look at the oil, too."—Boston Transcript.

No Sniffles for Him

Dick—"Why don't you go hatless like the rest of us chaps, Tom? We don't have any bother when we go into hotel dining rooms."

Tom (slightly bald)—"That's all right; but I'd sooner check a hat than a cold any day."—Boston Transcript.

Well Attended To

A boy of twelve went to his teacher and handed in the following note from his mother before taking his seat:—

Dear Sir—Please excuse James for not being present yesterday. He played truant, but you needn't whip him for it, as the boy he played truant with and him fell out, and he licked James; and a man they threw stones at caught him and licked him; and the driver of a cart they hung on licked him, and the owner of a cat they chased licked him. Then I licked him when he came home, after which his father licked him; and I had to give him another for being impudent to me for telling his father. So you need not lick him until next time.

Sharp Retort

Angry Motorist—"Some of you pedestrians walk along just as if you owned the streets."

Irate Pedestrian—"Yes, and some of you motorists drive around just as if you owned the car."—Daily Record.

He'll Get On

The Boss—"Robert, I hope you try to save half of what you earn."

Office Boy—"I don't get that much, sir."—Boston Globe.

EMERSON College of Oratory

HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean

HUNTINGTON CHAMBERS BOSTON, MASS.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES.

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
Portland, Me., 415 Congress St. — Birmingham, Ala., 808 Title Bldg.
New York, N. Y., 225 Fifth Ave. — Kansas City, Mo., 1020 McGee St.
Syracuse, N. Y., 402 Dillaye Bldg. — Portland, Ore., 409 Journal Bldg.
Philadelphia, 1420 Chestnut St. — Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

Established 1890 — Incorporated 1904
THE EASTERN TEACHERS' AGENCY
T. M HASTINGS, Manager — 6 BEACON STREET, BOSTON, MASS.

THE CARY TEACHERS' AGENCY Our business is done by *recommendation* in answer to *direct calls* from employers.
C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn. — ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass. — GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

THE FICKETT TEACHERS' AGENCY
Edward W. Fickett, Prop. — 8 Beacon Street, Boston
Telephone Hay. 1678. — Established 1885

The BRYANT TEACHERS BUREAU, Inc. We nominate only enrolled teachers on direct calls
THOMAS B. R. BRYANT, 175 Fifth Ave., New York City — MYRTON A. BRYANT, Witherspoon Bldg., Philadelphia

What For?

By Louise Chapman Hotchkiss

Twinkle, twinkle, little star,
How I wonder what you are.

It was a small, old-fashioned window through which little John peeped —standing tip toe, at that.

"What for, little star, do you twinkle so up there?"

His first greatest wonder; and then his wonders and what for's came on thick and fast enough, until his family declared he was a nuisance; and Tom, his brother, told him to shut up. Everybody, except Great Aunt Jane—who stayed up in her room most of the time and knit. She said children should be encouraged to ask questions —to learn things and have their language corrected.

It didn't take John very long to find out this friendly attitude of Aunt Jane towards the inquiring mind of youth and his chubby legs climbed up—one stair at a time till they ached.

"What for, Aunt Jane, did the cow jump over the moon?

Who made the moon? Who made the cow? What for?

When he was six years old he went to school—his first day. His teacher in a red dress stood on a platform behind a desk. He fixed his big eyes on her, his chin cupped in his fat little hands and stared and breathed deep. She was a plump young woman, bobbed hair, fresh skin and white teeth. Arms were bare and how fast she talked!

He swallowed his dinner and flew up to Great Aunt Jane's room.

"Say, Aunt Jane, are all the children in the school, teacher's children—same as Tom and me are mamma's children?"

"Oh, no, John (but say Tom and I). They are her pupils. Teacher has no children of her own."

"Ain't she got no children at all? Ain't she got no house — and no daddy who sits across the table and gives her tater and meat?"

"You mean husband—no, John, *no* husband. Teachers don't have husbands."

"What for, don't teachers have no husband? Don't she have no home and no pantry with cookies and jam and things?"

"No, no! All teachers have is a boarding house (but you must say any home). They eat their supper alone; and then they go up to their rooms alone and correct examination papers—till they go to bed."

"What for do they correct examination papers?"

"I never knew. Nobody ever knew. The school committees all over the country and in most cities make the laws about no husbands and examination papers."

"What for do the school committees make the laws 'bout no husbands and zamination papers?"

Aunt Jane shrugged her shoulders.

"What for makes you shake your head, Aunt Jane?"

But she only said: "Run down stairs now, John, and see if supper is ready."

—Citizen, Winsted, Conn.

Meetings To Be Held

MAY.

23-26: American Physical Education Association, James H. McCurdy, International Y. M. C. A. College, Springfield, Mass.; Baltimore, Md.

25-26: California Educational Research and Guidance Association, Corinne Davis, State Teachers College, San Jose, Cal.; Berkeley, Cal.

JUNE.

5-8: National Association of Public School Business Officials, John S. Mount, State House, Trenton, N. J., Denver, Colorado.

12: Georgia State High School Teachers Association, F. A. Brinson, Graymount, Georgia; Athens, Ga.

18-21: American Country Life Association, Nat T. Frame, 1849 Grand Central Terminal Building, New York City, N. Y.; Urbana, Ill.

18-22: American Federation of Organizations for the Hard of Hearing, Betty C. Wright, 1601 35th Street, N. W., Washington, D. C.; St. Louis, Mo.

25: American Federation of Teachers, Florence Curtis Hanson, 327 S. La Salle Street, Chicago, Ill.; Chicago, Ill.

25-27: Ohio State Teachers Association, F. E. Reynolds, 428 Chamber of Commerce Building, Columbus, Ohio; Cedar Point, Ohio.

JULY.

1-6: National Education Association, Minneapolis, Minn.

1-6: National League of Teachers Associations, Annie Kate Taylor, 914 Martinique, Dallas, Texas; Minneapolis, Minn.

1-7: National Association of Visiting Teachers, Lois Meredith, 8 West 40th Street, New York City; Minneapolis, Minn.

24-27: National Association of Teachers of Colored Schools, Clinton J. Calloway, Tuskegee Institute, Macon, Ala.; Charleston, West Virginia.

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joilet, Ill.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

NOVEMBER.

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

8-10: Wisconsin Teachers Association, B. E. McCormick, Bever Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

14-17: Missouri Council of Teachers of English, Mary A. Woods, State Teachers College, Springfield, Missouri; Kansas City, Missouri.

14-17: Missouri State Teachers Association, E. M. Carter, Columbia, Missouri; Kansas City, Missouri.

15: American Association for the Advancement of Agricultural Training, E. H. Shinn, United States Department of Agriculture, Washington, D. C.; Washington, D. C.

22-23: Illinois City Superintendents Association, H. B. Black, Mattoon, Ill.; Urbana, Ill.

23-26: South Dakota Educational Association, N. E. Perry Building, Sioux Falls, S. D.; Mitchell, S. D.

27-30: Co-operative Educational of Virginia, J. H. Montgomery, State Capitol Building, Richmond, Va.; Richmond, Va.

29-December 1: Southern Commercial Teachers Association, Mae Cheatham, Georgia School of Technology, Atlanta, Ga.; Savannah, Ga.

30-December 1: Central Association of Science and Mathematics Teachers, Winnefred Shepard, Proviso High School, Maywood, Ill.; Chicago.

30-December 1: Maryland State Teachers Association, Walter H. Davis, Havre de Grace; Baltimore, Md.

30-December 1: California Kindergarten-Primary Association, Mrs. Genevieve Anderson, 1186 Victoria Avenue, Los Angeles; Sacramento.

DECEMBER.

3-15: American Vocational Association, E. M. Smith, State House, Indianapolis, Indiana.; Philadelphia, Pa.

4-7: Association of Colleges and Secondary Schools of the Southern States, Guy E. Snavely, Birmingham-Southern College, Birmingham, Ala.; Fort Worth, Texas.

6-8: Association of College and University Unions, Edward S. Drake, Ohio State University, Columbus, Ohio; Nashville, Tenn.

26-27: National Council of Geography Teachers, George L. Miller, State Teachers College, Mankato, Minn.; New York City, N. Y.

27-28: Pennsylvania State Educational Association, J. Herbert Kelley, 400 North 3rd Street, Harrisburg, Pa.; Reading, Pa.

27-29: Association of American Geographers, Charles C. Colby, University of Chicago, Chicago, Ill.; New York City, N. Y.

TEACHERS' AGENCIES.

BARDEEN - UNION TEACHERS AGENCY

PERSONAL ACQUAINTANCE DISCRIMINATING SELECTION
CAREFUL RECOMMENDATION
FREE REGISTRATION
PROMPT AND CAREFUL RESPONSE TO INQUIRIES

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

43RD YEAR

25 E. Jackson Blvd., Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn.
York Rite Temple, Wichita, Kansas

TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

KELLOGG'S AGENCY recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place, or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

WINSHIP TEACHERS' AGENCY

ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies